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operations; rate of motor activity; ability to "borrow and carry"; attention to mechanical details; recognition of the particular operation required (reasoning); and the ability to use all the above in the complex situation of abstract examples, or two-step problems.

Explicit directions are given for giving the tests and for scoring the results. Uniform blanks are furnished on which to tabulate the results and teachers are encouraged to send these records to the author's headquarters where Professor Curtis is making a careful study of the material thus collated. The tests are printed in convenient form for the pupil's use, and are sold without profit to those who will co-operate with the author in these investigations; to independent workers the cost is also very moderate.

The thoroughness with which Mr. Curtis has standardized his tests is an indication of the careful study he has given to the problem. He has met the criticisms that generally apply to such pedagogic studies, and his directions to teachers, if carefully followed, should remove from the individual experiment much of the error resulting from peculiar personal conditions and environment.

Some teachers will object to these tests on the ground that they are too easy even for young children. In this connection, the following observation of the author is interesting: "Experience has shown that the mistakes, except for the zero combinations, are very few. Ignorance is shown, not by mistakes, but by reduced speed. The answers written are usually right except in the very lowest grades." Throughout the tests great emphasis is placed on speed. It is a grave question whether speed and accuracy, and speed and mathematical power go hand in hand. We have seen speedy computers both inaccurate and poor thinkers; conversely, slow computers are sometimes accurate, and strong reasoners. Speed is a very valuable accomplishment these days, and accuracy is essential; but most valuable of all is reasoning power. The inculcation of this important habit is the chief business of the teacher of mathematics, even of the teacher of arithmetic. Will not Professor Curtis put more stress on *reasoning* when devising additional tests to supplement this useful collection?

Elements of the Differential and Integral Calculus (Revised Edition).

By WILLIAM ANTHONY GRANVILLE. Boston: Ginn & Company. Pp. 463, \$2.50.

While retaining the fundamental characteristics of the original edition, this new edition will be found thoroughly modern and more teachable than before. Besides the changes which may be attributed chiefly to the recent developments in the study of the calculus, special notice may be taken in the Revised Calculus of the abridgment of introductory material; the introduction of biographical sketches of the leading men connected with the history of the calculus; and the addition of a large number of examples without answers, miscellaneous examples, and simple, practical problems, based on knowledge that all students of the calculus should have at their command.